

Waccamaw Elementary

251 Claridy Road
Conway, SC 29526

Grades K-5 Elementary School

Enrollment 616 Students

Principal Barbara Ammons 843-347-4684

Superintendent Dr. Bobby Nalley, Acting
Superintendent 843-488-6700

Board Chair Will Garland 843-358-8002

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

0

8

69

33

3

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Below Average	No
2004	Good	Below Average	No
2005	Good	Good	No
2006	Good	Below Average	No

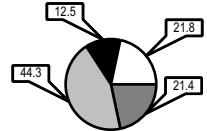
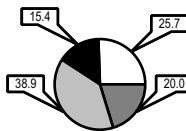
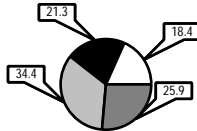
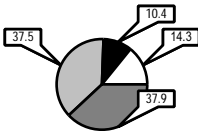
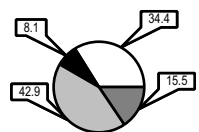
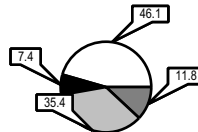
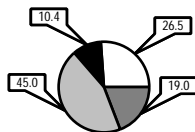
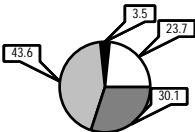
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	317	99.1	14.0	37.6	38.0	10.4	60.6	Yes	Yes
Gender									
Male	161	99.4	15.1	43.8	34.9	6.2	53.4	N/A	N/A
Female	156	98.7	12.8	30.8	41.4	15.0	68.4	N/A	N/A
Racial/Ethnic Group									
White	200	99.5	8.1	32.3	46.2	13.4	72.0	Yes	Yes
African American	86	97.7	25.0	51.4	19.4	4.2	33.3	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	24	100.0	37.5	31.3	31.3	0.0	50.0	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	245	99.2	6.0	36.1	45.4	12.5	70.4	N/A	N/A
Disabled	72	98.6	41.3	42.9	12.7	3.2	27.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	317	99.1	14.0	37.6	38.0	10.4	60.6	N/A	N/A
English Proficiency									
Limited English Proficient	18	100.0	54.5	9.1	36.4	0.0	36.4	I/S	I/S
Non-Limited English Proficient	299	99.0	12.3	38.8	38.1	10.8	61.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	221	98.6	15.4	43.6	36.7	4.3	51.6	Yes	Yes
Full-pay meals	96	100.0	11.0	25.3	40.7	23.1	79.1	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	317	99.1	17.9	34.4	26.2	21.5	59.9	Yes	Yes
Gender									
Male	161	99.4	18.5	33.6	26.0	21.9	61.6	N/A	N/A
Female	156	98.7	17.3	35.3	26.3	21.1	57.9	N/A	N/A
Racial/Ethnic Group									
White	200	99.5	10.2	28.5	32.3	29.0	74.2	Yes	Yes
African American	86	97.7	36.1	48.6	11.1	4.2	26.4	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	24	100.0	31.3	31.3	25.0	12.5	43.8	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	245	99.2	9.3	34.7	30.1	25.9	71.3	N/A	N/A
Disabled	72	98.6	47.6	33.3	12.7	6.3	20.6	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	317	99.1	17.9	34.4	26.2	21.5	59.9	N/A	N/A
English Proficiency									
Limited English Proficient	18	100.0	45.5	18.2	36.4	0.0	36.4	I/S	I/S
Non-Limited English Proficient	299	99.0	16.8	35.1	25.7	22.4	60.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	221	98.6	23.4	37.8	25.5	13.3	51.1	Yes	Yes
Full-pay meals	96	100.0	6.6	27.5	27.5	38.5	78.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	317	99.1	25.4	39.1	20.1	15.4	35.5
Gender							
Male	161	99.4	22.6	34.2	25.3	17.8	43.2
Female	156	98.7	28.6	44.4	14.3	12.8	27.1
Racial/Ethnic Group							
White	200	99.5	14.5	39.2	25.3	21.0	46.2
African American	86	97.7	52.8	34.7	9.7	2.8	12.5
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	24	100.0	37.5	43.8	12.5	6.3	18.8
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	245	99.2	16.7	39.4	25.0	19.0	44.0
Disabled	72	98.6	55.6	38.1	3.2	3.2	6.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	317	99.1	25.4	39.1	20.1	15.4	35.5
English Proficiency							
Limited English Proficient	18	100.0	54.5	45.5	0.0	0.0	0.0
Non-Limited English Proficient	299	99.0	24.3	38.8	20.9	16.0	36.9
Socio-Economic Status							
Subsidized meals	221	98.6	32.4	39.9	17.6	10.1	27.7
Full-pay meals	96	100.0	11.0	37.4	25.3	26.4	51.6

Social Studies							
All Students	317	99.1	21.5	44.4	21.5	12.5	34.1
Gender							
Male	161	99.4	20.5	41.8	24.0	13.7	37.7
Female	156	98.7	22.6	47.4	18.8	11.3	30.1
Racial/Ethnic Group							
White	200	99.5	15.6	41.4	25.3	17.7	43.0
African American	86	97.7	36.1	51.4	9.7	2.8	12.5
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	24	100.0	31.3	43.8	25.0	0.0	25.0
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	245	99.2	12.5	45.8	26.4	15.3	41.7
Disabled	72	98.6	52.4	39.7	4.8	3.2	7.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	317	99.1	21.5	44.4	21.5	12.5	34.1
English Proficiency							
Limited English Proficient	18	100.0	36.4	54.5	9.1	0.0	9.1
Non-Limited English Proficient	299	99.0	20.9	44.0	22.0	13.1	35.1
Socio-Economic Status							
Subsidized meals	221	98.6	25.5	47.9	18.6	8.0	26.6
Full-pay meals	96	100.0	13.2	37.4	27.5	22.0	49.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	90	98.9	7.1	31.0	51.2	10.7	61.9
	4	115	100.0	20.0	39.1	36.4	4.5	40.9
	5	90	100.0	18.8	45.0	35.0	1.3	36.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	96	99.0	9.6	26.5	48.2	15.7	63.9
	4	106	100.0	10.1	39.3	37.1	13.5	50.6
	5	115	98.3	20.6	44.9	30.8	3.7	34.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	90	100.0	9.4	47.1	30.6	12.9	43.5
	4	115	100.0	21.8	31.8	26.4	20.0	46.4
	5	90	100.0	16.3	36.3	18.8	28.8	47.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	96	99.0	12.0	34.9	38.6	14.5	53.0
	4	106	100.0	14.6	34.8	21.3	29.2	50.6
	5	115	98.3	25.2	33.6	20.6	20.6	41.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	90	100.0	32.9	43.5	18.8	4.7	23.5
	4	115	100.0	28.2	38.2	25.5	8.2	33.6
	5	90	100.0	37.5	25.0	15.0	22.5	37.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	96	99.0	24.1	50.6	18.1	7.2	25.3
	4	106	100.0	27.0	31.5	21.3	20.2	41.6
	5	115	98.3	25.2	36.4	20.6	17.8	38.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	90	100.0	12.9	47.1	22.4	17.6	40.0
	4	115	100.0	16.4	55.5	20.9	7.3	28.2
	5	90	100.0	20.0	43.8	21.3	15.0	36.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	96	99.0	13.3	47.0	28.9	10.8	39.8
	4	106	100.0	21.3	44.9	20.2	13.5	33.7
	5	115	98.3	28.0	42.1	16.8	13.1	29.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 616)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.6%	Down from 2.7%	3.6%	2.8%
Attendance rate	95.5%	Down from 96.0%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 2.4%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 2.4%	0.0%	0.0%
Eligible for gifted and talented	19.3%	Down from 21.1%	8.3%	10.4%
On academic plans	35.7%	N/AV	40.7%	33.6%
On academic probation	0.0%	N/AV	0.5%	1.0%
With disabilities other than speech	10.1%	Up from 8.5%	8.5%	7.5%
Older than usual for grade	0.5%	Down from 1.4%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.0%	0.0%	0.0%
Teachers (n= 42)				
Teachers with advanced degrees	42.9%	No change	53.5%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.7%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	88.8%	Down from 90.9%	87.3%	87.3%
Teacher attendance rate	95.2%	Up from 94.3%	95.1%	94.9%
Average teacher salary	\$42,226	Up 3.4%	\$42,266	\$42,485
Prof. development days/teacher	17.5 days	Down from 20.5 days	13.3 days	13.3 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Down from 18.6 to 1	18.1 to 1	18.6 to 1
Prime instructional time	89.9%	Up from 89.7%	89.8%	89.7%
Dollars spent per pupil*	\$7,335	Up 3.9%	\$6,674	\$6,557
Percent of expenditures for teacher salaries*	59.9%	Down from 63.8%	63.9%	64.0%
Percent of expenditures for instruction*	64.3%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	12.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	9.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Waccamaw Elementary is a school dedicated to providing opportunities that challenge students in the area of academic, personal, physical and social development. Our school was awarded the Palmetto Silver Award by the South Carolina Department of Education and the Silver Award was presented from Horry County Schools in recognition of our accomplishments. High expectations for academic and social success are promoted everyday through a rigorous curriculum driven by the South Carolina Standards. Our staff attends many professional development trainings to raise their knowledge level and competence as educators. Our school continued to focus on reading and writing through the assistance of Cornerstone, a national reading initiative through the New York Institute of Special Education and the University of Pennsylvania Graduate School of Education.

At Waccamaw, our students are provided many opportunities for academic and social growth. Students are given the opportunity for acceleration, remediation, and enrichment throughout the year with programs such as Team Time, Reading Recovery, tutoring both during the day and after school, resource classrooms and programs for the gifted and talented. Passport to Learning is also a yearlong project designed to expose children to other cultures and regions of the world. Our instructional program is enhanced through our volunteers: parents, grandparents, Coastal Carolina University mentors and community members. Our students and staff became involved in special projects and enrichment programs throughout the year. The school participated in several community-service projects such as Relay for Life, Earth Day sponsored by Timberland and a school-wide effort to raise money for Katrina victims. Our K-Kids club participated in projects such as Relay for Life, an oratorical contest, a fundraiser for a student in need and assistance for the Conway Kiwanis in their annual Pancake Dinner. Our Parent Leadership Team planned fundraisers, coordinated Fall Fest and purchased needed items for the school. Students were recognized throughout the year with Caught Being Good tickets, monthly celebrations for good behavior and quarterly recognition awards.

Waccamaw Elementary is committed to promoting a school environment conducive to learning, laughing and growing together. This can only be achieved through the continued support of the parents, staff, students and community. Your input is valuable as we strive for continued success, challenging each child to reach his/her maximum potential. If you have any questions about this report, call 347-4684 and ask for an administrator or a teacher.

Barbara Ammons, Principal
Renee Hill, SIC

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	43	97	77
Percent satisfied with learning environment	95.3%	88.7%	85.5%
Percent satisfied with social and physical environment	93.0%	81.4%	81.6%
Percent satisfied with school-home relations	74.4%	91.8%	82.9%

*Only students at the highest elementary school grade level at this school and their parents were included.